

# BOSTON COLLEGE BULLETIN

1971 - 1972



# Boston College Bulletin

## The Graduate School of Social Work 1971/1972

August 16, 1971



*Photographs on pages 2, 4, 10, 13, 17, 18, 36, 39, 42, 49 and 50 are by Lynn McLaren.*

## **Boston College Bulletin**

**Volume XLIII, Number 9, August 16, 1971**

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations, and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published eleven times a year as follows: No. 1, January (Law School); No. 2, February (Summer Session); No. 3, May (Evening College Preliminary Announcement); No. 4, May (School of Education); No. 5, May (School of Management); No. 6, June (Undergraduate Admissions Information); No. 7, August (Evening College of Arts, Sciences and Business Administration); No. 8, August (Graduate School of Arts and Sciences); No. 9, August (Graduate School of Social Work); No. 10, September (College of Arts and Sciences); No. 11, December (University General Catalogue). The School of Nursing will publish in July, 1972.

Second class postage paid at Boston, Massachusetts. Published by Boston College, Chestnut Hill, Massachusetts 02167, telephone (617) 969-0100.

Requests for divisional bulletins should be addressed to the individual School or College of the University; requests for the *University General Catalogue* issue should be addressed to the Office of University Publications; requests for the *Undergraduate Admissions Information* issue should be addressed to the Office of Undergraduate Admissions.

Postmaster: Send Form 3541 to the Office of University Publications; send address corrections to the School or College of the University shown on the cover of the *Bulletin*.

**Office of University Publications, Boston College, Lawrence House, 122 College Road, Chestnut Hill, Massachusetts 02167**

# **Boston College Bulletin**

## **The Graduate School of Social Work 1971/1972**



**Boston College  
University Heights  
Chestnut Hill, Massachusetts 02167**



BOSTON  
COLLEGE

# Contents

## BOSTON COLLEGE

The University .....	5
The Graduate School of Social Work .....	6

## GENERAL INFORMATION

Degree Requirements .....	11
Admission and Registration .....	12
Fees and Financial Information .....	14
Housing and Boarding Facilities .....	14
Scholarships and Awards .....	14
Library .....	16
Student Organization and Activities .....	16
Laws of Governance .....	16
Alumni Association .....	16
Job Placement .....	16
Transcripts .....	17
Professional Record .....	17

## PROGRAM OF INSTRUCTION

Program of Study for Casework Majors .....	19
Program of Study for Social Work Research Majors .....	20
Program of Study for Community Organization and Social Planning Majors .....	21
Program of Study for Action Planning for Community Health Services Majors .....	22
Description of Courses .....	23

## SOCIAL AGENCIES AND FIELD WORK INSTRUCTORS 1971-1972

Casework Student Units .....	37
Casework Agency Placements .....	37
Community Organization and Social Planning Units .....	40
Community Organization and Social Planning Placements .....	40

## ADMINISTRATIVE AND FACULTY DIRECTORIES

Graduate School of Social Work .....	43
Administration .....	43
Faculty .....	43
University Administration .....	47

## ACADEMIC CALENDAR .....

51

## DIRECTIONS FOR VISITORS TO BOSTON COLLEGE .....

52

## MAP OF THE UNIVERSITY HEIGHTS CAMPUS .....

*Inside Back Cover*



# Boston College

## The University

Boston College is one of the oldest Jesuit-founded universities in the United States. Its charter was granted to John McElroy, S.J., on April 1, 1863, by John Albion Andrew, Governor of the Commonwealth of Massachusetts. John Bapst, S.J., was the first President. As has been true of almost every leading college and university in the nation, the original intention was to provide collegiate instruction for young men in an atmosphere of a specific religious tradition. Boston College has followed the honored pattern of other American universities by growing into an eclectic institution of higher education. Its academic community is open to men and women of any and every background; its scholarly pursuits range the entire spectrum of contemporary thought and interest.

Boston College was first located in the South End of the City of Boston and continued there for its first half century. Shortly before World War I, Thomas Gasson, S.J., then President, purchased a property in Chestnut Hill, a suburb of Boston. In more than fifty years that have followed, the University Heights campus has grown to include forty collegiate structures and still retains much of its suburban beauty as well as an enviable prospect of the city six miles away.

The evolution of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College of Arts, Sciences and Business Administration were added to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox, Massachusetts, and the Schools of Philosophy and Theology at Weston—several miles west of the University Heights campus—all for the preparation of young men for the priesthood in the Society of Jesus—were established as schools of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, with its Graduate School (1957), is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

## Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American As-

sociation of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Association of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

## The Graduate School of Social Work

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellow man, Boston College (founded 1863) established a Graduate School of Social Work in March 1936.

Under the leadership of its co-founders, Reverend Walter McGuinn, S.J. (1944) and Miss Dorothy L. Book (1955), the School was established to prepare young men and women for careers in professional social service inspired by the Judaeo-Christian philosophy of love for one's fellowman and an appreciation of the natural dignity of all men regardless of race or creed.

The two-year program leading to the degree of Master of Social Work was approved for membership in the American Association of Schools of Social Work in 1938 and is accredited by the Council on Social Work Education. In 1971 another degree, Master of Social Planning, became available.

A Part-Time Program for persons employed in the field of social work will be started in 1971-72 which will enable a student to fulfill requirements for either degree during a six-year period; one year of residence is required.

The Graduate School of Social Work is located on the Boston College Campus, Chestnut Hill, in McGuinn Hall, the Social Science Center. The new quarters were planned specifically for the School and its programs and are in the same building with many social science departments and the Institute of Human Sciences. Boston and its environs offer splendid advantages in pioneering social agencies and world famous teaching hospitals, in addition to educational and cultural opportunities.

## The Professional Program

The professional program at Boston College Graduate School of Social Work is based on the acceptance of: (1) the Boston College objectives of conservation, extension and diffusion of knowledge; (2) the Boston College tradition of commitment to the principle of the natural dignity of the human person founded on his rights and responsibilities as these affect his relationships, with himself, his fellow man, his Creator, and with Society; (3) the social work axiom that man has an innate thrust towards the self-realization of his potential for effective social functioning; (4) professional responsibility for helping individuals and societies to realize this potential.

The Graduate School of Social Work seeks to educate each student: (1) to recognize his responsibility to extend and implement the knowledge and values of the social work profession, as expressed in the goals of a democratic society; (2) to contribute to the continuing development of the profes-

sion; (3) to increase his effectiveness in promoting healthy social functioning in individuals, families, and communities. The faculty therefore seeks to impart the knowledge and display the attitudes which will evoke the same commitments in its students. The educational aim of the School looks toward the thorough preparation of a student for professional practice in social casework, social work research or community organization and social planning.

### **Casework**

Casework is an orderly process of helping individuals and families who suffer from personal and social conflicts of life. The process includes an exploration and understanding of these human conflicts as well as the purposeful use of a continuum of skills appropriate to the unique needs of each client. Inherent in the concept of casework is the belief that both client and worker are meaningfully involved in a dynamic relationship which serves as the matrix within which change may take place.

This sequence attempts to help produce a professional social worker who, while he may be oriented primarily toward helping the individual in need, is also equipped with the skills that will permit him to choose a wide range of options of intervention in behalf of that person.

To approach this goal, the casework curriculum is arranged so that the student receives not only a foundation in the generic aspects of social casework but is afforded the opportunity to expand his knowledge and skill as a helping person through the selection of electives that are relevant to the needs of the contemporary practitioner.

In summary, the sequence hopes to develop a broadly-based casework practitioner who is prepared to explore, understand and treat a wide range of conditions in the personal and social functioning of people.

### **Social Work Research**

Research is viewed as an action-oriented method of social work intervention to build knowledge to improve social work and social welfare services in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with these groups.

The curriculum emphasizes flexibility of educational opportunity within a social work orientation.

In the first semester, the student is expected to develop, with assistance from his advisor, a social theory and methods focus within which he will arrange his individual course of study for the remaining three semesters. The outline of his course plan will be determined by his particular research interests and career goals. With the exception of a block of core social work courses, the student may select offerings within the School or within other university departments. Course selections will be made within three content blocks: (1) social work core courses to provide the base in knowledge, values, and perspectives needed to design studies relevant to social work practice or goals; (2) social theory courses to increase knowledge in the theoretical area needed to guide research efforts; and (3) research courses to provide knowledge about past and present social research products, designs, and priorities; research methods of particular utility to social work; and research methods of particular import to the individual student's career interests. Students majoring

in Casework and Social Work Research will receive the degree of Master of Social Work.

### **Community Organization and Social Planning**

The Community Organization and Social Planning sequence offers courses of instruction leading to the degree of *Master of Social Planning*.

Community Organization and Social Planning are methods of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a community or neighborhood. Community organization is viewed as a method for arousing interest in social problems, bringing together and involving citizens in solving such problems, and enabling groups to implement welfare programs or community goals to alleviate and prevent social problems. Social planning is viewed as a purposeful activity for the solution of social problems. It is, however, participatory in character; that is, for social planning goals to be identified, designed and implemented, citizens and groups need to be involved.

Core courses which are required of all students are related to social work, research, community organization and planning. Electives related to the student's interests and career plans are available, principally in the second year of study.

### **Action Planning for Community Health Services**

Supported by the U.S. Public Health Service, the Action Planning for Community Health Services concentration is designed to prepare graduates for professional practice and responsibility in community and regional comprehensive health planning agencies. Offered within the Community Organization and Social Planning sequence, the academic program is organized around concepts of community organization, health planning, and health processes and delivery systems. Students take core courses related to community organization and social planning and specialized courses in health and health planning. A limited number of students who meet the requirements for this concentration are accepted into the program. Fellowships, including maintenance and dependency grants, are available under the sponsorship of the Comprehensive Health Services Act and administered by the U.S. Public Health Service.

### **Field Instruction**

Professional social work education requires that students, in addition to academic courses, have a period of actual practice in a social agency under a professionally trained social worker who qualifies as a field instructor. This experience gives the students the opportunity to work with people; to learn agency functions and policies, the resources of the community, the integration of theory and practice; and to experience the responsibilities of becoming a professional social worker.

Field placements are in public and private casework, community organization, social and health planning agencies. The agency and school jointly agree on the content of the student's field experiences. Some field instructors are agency employees, whereas others are selected by the school and the agency to teach a group of students as a unit. First-year students have two days per week, second-year students have three days per week, in field instruction.

During 1971-1972, a pilot study in field instruction will be initiated to determine the advisability of shortening field instruction time; second-year students will have the opportunity to opt for either a two-day or a three-day placement in selected agencies. Those second-year casework students in two-day per week placements would take a fifth course each semester in order

to meet credit requirements for the degree.

For Research majors, laboratory assignments with community-based research programs will be arranged for each of four semesters, congruent with the student's needs for knowledge and experience in design, implementation, and administration of research within the substantive area of his interest. Selected summer block field placements will be available to students who have particular interest in social welfare delivery problems of persons living in developing areas or developing countries.

The research student's field assignments will be problem-, rather than agency-based. Therefore, he may work within more than one agency or organization within a given semester in pursuit of a particular research goal. Field work is confined to practice opportunities in research.

Field work requirements differ for students specializing in Community Organization and Social Planning. First-year students take field instruction two days a week. Field instruction for second year is a block placement during the months of June, July and August between the first and second year of graduate study. Where possible, stipends are arranged for students during the summer block placement.

#### **Faculty Advising**

Traditionally, since the founding of the School, a faculty advisor has been assigned to each student. The function of the faculty advisor is to help the student coordinate his overall educational experience in both class and field. Plans for meetings between advisor and student will be determined together following an initial conference.

### **Part-Time Program**

The School is reinstating the former part-time educational program in September 1971 for qualified persons employed in social work positions. These applicants must meet the same admission standards as required of full-time students. In addition, they must have completed at least one year of employment in a social welfare agency. Acceptance of applicants is dependent upon the approval of their employers to enter into such a program since most courses are offered during the daytime. Students must have permission from their employer to be on leave for one day a week while on a part-time status.

Students, in consultation with a faculty advisor, will be guided in the selection of courses to insure an orderly, sound educational experience throughout the entire program.

Depending on career goals: casework, research, or community organization and social planning, a student can complete half the academic requirement (approximately 18-20 credits) on a part-time basis over a two- to three-year period. This would be followed by twelve months of residence during which the remaining academic courses as well as the field work requirements (960-1200 clock hours) would be completed.

Tuition costs will be \$80 per credit hour plus \$5 registration fee each semester. All field work placements are arranged so that the student will be in an agency not less than 6 months, part of which time is on a five-day-a-week basis.

Part-time students' academic performance will be periodically evaluated by the student and his faculty advisor. At the time the student wishes to undertake the year of residence, his educational progress will be reviewed by the Admissions Committee to determine his eligibility for full-time second-year status.



# **General Information**

## **Degree Requirements**

Both Master of Social Work and Master of Social Planning degrees are granted upon satisfactory fulfillment of the respective requirements specified in this *Bulletin*.

The regular program of the school is planned on a two-year basis with a concentration of studies and field instruction in either social casework, social work research, or community organization and social planning.

For students enrolled in the full-time program, two years of residence are required. Under appropriate circumstances one year of residence in another school of social work will be accepted. One year of residence is also required of students in the part-time program.

The unit of credit is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit-point in field instruction represents the equivalent of 60 hours of supervised practice.

The minimum credit-point requirements for the Master of Social Work degree for casework majors are 54:

Courses in classroom instruction .....	34-38 points
Courses in field instruction .....	16-20 points

The minimum credit-point requirements for the Master of Social Work degree for social research majors are 60: The credit point requirements include both classroom instruction and a practicum.

The minimum credit-point requirements for the Master of Social Planning degree are 65:

Courses in classroom instruction .....	45 points
Courses in field instruction .....	20 points

The minimum credit-point requirements for the concentration in Action Planning for Community Health Services are 63:

Courses in classroom instruction .....	43 points
Courses in field instruction .....	20 points

Students are expected to maintain a grade of B- as the combined average of all courses in each semester. Credit points for any courses are obtained when the student has satisfactorily completed all the requirements of the course for the semester.

The Dean, in consultation with the Academic Standards Committee, reserves the right to ask a student to withdraw because of a failure to meet academic or other requirements.

## **Admission and Registration**

### **Admission Requirements**

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

The Admissions Committee of the School passes on all applications, forming its decision in accepting a candidate from evidence that the applicant has the personal and academic qualifications necessary for success as a graduate student of social work and as a professional social worker. Personal qualifications include intelligence and scholarly habits, emotional balance, maturity, high moral purpose, and a wholesome and genuine interest in people. Candidates should be temperamentally suited for the work, and in general possessed of a character and disposition that will make for leadership in the field.

Academic requirements include a baccalaureate degree from an accredited college with at least twenty semester hours from the social, behavioral and biological sciences. An undergraduate grade point average equivalent to B- is a requirement for admission. A broad undergraduate background in the liberal arts and/or psychology, sociology, cultural anthropology and philosophy provide preparation of particular value. Candidates are required to submit results of the Miller Analogy Test as part of the admission process.

All foreign students must present evidence of English language proficiency through scores achieved on the TOEFL test. Information regarding dates of TOEFL tests may be obtained through the American Embassy in applicant's country. These tests should be taken not later than the October prior to the year in which admission is sought.

### **Application Procedure**

Application forms may be obtained by communication with the Admissions Office. With the forms, the applicant will receive a notice for transcript of undergraduate marks which he sends to his college with the request that the official transcript of academic grades and credits be forwarded to the Boston College Graduate School of Social Work. The school will write to the references. After the completed application forms, transcript(s) of undergraduate grades, MAT scores, and four letters of reference have been received, the School will contact the applicant for a personal interview where feasible.

All applications are for September only; there are no January admissions.

Final date for filing is February 1, 1972 for students living in the United States; for foreign students the date is January 1, 1972. Applications submitted after these dates will not be processed. A check or money order in the amount of \$20 is to be submitted with the application. Priority in processing applications is given according to the order of receipt of relevant materials.

Notice of the Admission Committee's decision is sent to the applicant at the earliest possible opportunity.

## **Registration**

Applicants who have been accepted are required to deposit, within two weeks of their notification, the sum of \$100, as a pledge of their intention to register. This deposit is nonrefundable and will be credited as partial payment of the first semester's tuition. If the deposit is not paid by the date due, the student will forfeit the place in the School reserved for him.

Registration in person on the specified day is required of all students in each semester of enrollment. A check or money order is to be forwarded by the student to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167, before the days of registration, in payment of the expenses listed in the notification sent in advance by that office. Students are responsible for submitting physical examination forms which have been sent out by the School during the summer, and the final college transcript. These must be received by the Registrar before a student is permitted to register. Failure to comply with these regulations entails a Late Registration fee of \$10.

## **Transferred Credit**

Academic courses or supervised field work completed in other accredited graduate schools of social work may be accepted as advanced credit when they are in substance the equivalent of similar training offered by the School, and if these courses have been completed within the customary six-year period. Social work experience as such is not acceptable for credit. All advanced credit is recognized only upon satisfactory completion of other requirements. For the academic year 1971-1972 and 1972-1973, no transfer students will be accepted in the research concentration. One full year in residence is required for a degree from the Boston College Graduate School of Social Work.



# **Fees and Financial Information**

All fees are subject to change at the discretion of the Board of Trustees. Fees are payable by check or money order made out to Boston College.

## **Application Fees**

A check or money order in the sum of \$20 is to be submitted with the application. This fee is for the expenses involved in processing the application and is not refundable or applicable as partial payment of tuition. A \$100 deposit is required upon notification of acceptance.

## **Tuition**

The tuition for the academic year 1971-1972 is \$2,350 a year, payable in two installments, with \$10 for registration fees. The tuition each semester, therefore, is \$1,175, with a registration fee of \$5; hence \$1,180 is payable by check or money order prior to each registration. However, the \$100 fee paid by the first-year students as a deposit is credited against the \$1,180 in the first semester.

## **Fees**

Graduation Fee .....	\$15.00
Late Registration Fee .....	10.00
Each Copy of Transcript (after first) .....	1.00

## **Refunds**

The date of receipt of withdrawal notice will determine the amount of the tuition refund. If formal notice of withdrawal is received within two weeks of the first classes, a refund of 80% of tuition is made. If formal notice of withdrawal is received within three weeks of first classes, a refund of 60% of tuition is made. If formal notice of withdrawal is received within four weeks of first classes, a refund of 40% of tuition is made. If formal notice of withdrawal is received within five weeks of first classes, a refund of 20% of tuition is made. No refunds are allowed after the fifth week of classes.

# **Housing and Boarding Facilities**

The Office of the Director of Housing at Boston College maintains a list of private homes, rooms, and apartments near Boston College where living facilities are available. Correspondence regarding this matter should be directed to this office, or to the Student Orientation Committee at the School of Social Work.

## **Scholarships and Awards**

The School has available a limited number of federal stipends, which are awarded on the basis of scholastic achievement, professional promise, need, and career goals. These are granted to both first- and second-year students, and application for them is made directly to the Boston College Graduate School of Social Work. Included in this category are grants from the Department of



Health, Education and Welfare in the following areas: National Institute of Mental Health, Community Services Administration (formerly the Children's Bureau), Rehabilitation Services Administration and the Public Health Service. Grants are also available from the Veterans Administration and the Fund and Council field. All grants require a moral commitment to the particular field of practice in which the award has been established.

Scholarships are available for minority and disadvantaged candidates.

Students interested in applying for any of the above should so designate at the time of their application.

Thomas J. Flatley, President of American Geriatric Facilities, established a special fund to develop a pilot project whereby graduate students at Boston College Graduate School of Social Work will enhance their knowledge and skills in the field of Geriatrics. The American Geriatric Facilities provides a field work setting where a number of students will have the opportunity to co-ordinate classroom theory with field work practice.

Many private agencies offer financial assistance to students in exchange for a commitment to work for the agency following graduation. Awards vary from \$500 to \$3,000. Application for these scholarships is made directly to the agency.

Public agencies in many areas have established educational leave plans under which an employee is permitted to attend school while receiving salary in exchange for a commitment after completion of studies.

Applicants are encouraged to explore the above sources for financial assistance as the number of scholarships without commitment is limited. In all instances, early application is advised.

## **The Helen J. Crowley Memorial Award**

The Helen J. Crowley Memorial Award has been established through a gift from Dr. and Mrs. Solomon A. Berson in memory of Miss Crowley who as the Director of Social Service at the Boston City Hospital was renowned for her devotion to the sick and their families. A cash award will be granted annually at graduation to a second-year casework student who has made an outstanding contribution to the field of Social Casework practice through the medium of a report or a paper. The source of this document may be from the independent study program, from a course in which the student has written a term paper relevant to social casework practice, or from other autonomous work.

## **Library**

The Library, located in the same building, has been developed to serve the specific needs of the School. It has been maintained as a unit and has a comprehensive collection focusing on materials geared to the professional aspects of social work. Since moving the library to the main campus, students and faculty have access to a wider range of research materials available at the central library, Bapst, and the other libraries of the University.

## **Student Organization and Activities**

The students organize their Student Council. Officers of the Council are elected by the student body. Under the auspices of the Student Council, special meetings, socials, and projects of interest to the student body are planned and arranged.

## **Laws of Governance**

The University Board of Directors, as of October 1969, approved a new format for the governance of the School of Social Work. This includes an Executive Board and three Standing Committees (Curriculum, Admissions and Academic Standards).

The membership of the Executive Board and Standing Committees includes Administrators *ex officio* and both elected and appointed representatives of Faculty, Students and Alumni.

## **Alumni Association**

The Alumni Association grew out of the desire among the graduates to contribute in promoting the best interests of the school. The officers and executive committee meet monthly during the school year. Through various committees of alumni members, special projects are undertaken to further the welfare of the School and its graduates.

## **Job Placement**

The School tries to assist graduates to locate and relocate positions throughout the country and maintains a file of current job opportunities.

## **Transcripts**

Graduates and students wishing to have a transcript of their marks forwarded to some agency or school should notify the School Registrar. The School will send an official transcript to a social agency or educational institution, but not to individuals for private use. Two weeks should be allowed for filling such requests; a longer time is needed during examination and registration periods. A fee of one dollar is to be paid for each transcript after the first.

## **Professional Record**

A copy of a graduate's professional record, written at the time of graduation, is always on file and will be forwarded to an agency or educational institution at the request of a graduate.





# **Program of Instruction**

The Social Work curriculum is designed to prepare students for responsible entry into the profession. Specialization is offered in three basic areas of practice: Casework, Social Work Research, Community Organization and Social Planning. In keeping with the guidelines established by the Council on Social Work Education, a core curriculum is required for all students. This core includes: Human Behavior and the Social Environment, Research, Social Welfare Policy and Services.

While specific courses are also required in each method, a variety of electives is available largely in the second year. These elective courses may be taken within the School of Social Work or in other Departments of the University where courses are related to the field of social work.

Students are not permitted to take more than two electives in a given sequence in any one semester.

## **Program of Study for Casework Majors**

### **First Semester**

	Credit Points
Social Work and Social Welfare .....	2
Human Behavior and The Social Environment .....	2
Introduction to Research Methods .....	2
Fundamentals of Casework Practice .....	2
Field Instruction .....	<u>4</u>
	12

### **Second Semester**

Social Problems Analysis .....	2
Human Behavior and The Social Environment .....	2
Introduction to Statistical Analysis .....	2
Basic Skills in Therapeutic Intervention .....	2
Community Organization and Casework Practice .....	2
Field Instruction .....	<u>4</u>
	14

### **Third Semester**

*Racism .....	2
Differential Treatment .....	2
Electives .....	4 - 7
Field Instruction .....	4 - 6
	<hr/>
	14 - 15

### **Fourth Semester**

*Racism .....	2
Electives .....	6 - 8
Field Instruction .....	4 - 6
	<hr/>
	14

\* For the years 1971-1972 this course may be taken in either the third or fourth semester.  
In the future it may be taken in any one of the four semesters.

## **Program of Study for Social Work Research Majors**

Credit  
Points

### **First Semester**

*Human Behavior and the Social Environment .....	2
*Social Work and Social Welfare .....	2
*Fundamentals of Casework Practice .....	2
*The Social Worker in a World of Conflict .....	2
*Research Methods .....	2
*Research Tutorial and Laboratory .....	2
*Readings in Research: History and Issues .....	2
	<hr/>
	16

### **Second Semester**

*Human Behavior and the Social Environment .....	2
*Social Problem Analysis .....	2
*Basic Skills in Therapeutic Intervention .....	2
†Philosophy of Science .....	2
*Statistical Methods .....	2
*Research Tutorial and Laboratory .....	4
	<hr/>
	14

### **Third Semester**

**Racism .....	2
*Introduction to Community Organization .....	2
†Social Theory I .....	2
†Social Theory II .....	2
†Research Methods .....	2
*Social Work Design Seminar .....	2
*Research in Clinical Theory and Practice .....	2
*Research Practicum .....	2
	<hr/>
	14 - 16

## Fourth Semester

**Racism .....	2
*Community Organization Method .....	2
†Social Theory III .....	2
†Social Theory IV .....	2
†Research Analysis Methods .....	2
*Social Work Design Seminar .....	2
*Evaluative Research for Intervention .....	2
*Research Practicum .....	2
	<hr/> 14 - 16

\* Courses within the School of Social Work

\*\*For the years 1971-1972 this course may be taken in either the third or fourth semester.  
In the future it may be taken in any one of the four semesters.

† Courses outside the School of Social Work

## Program of Study for Community Organization and Social Planning Majors

### First Semester

	Credit Points
Social Welfare Policy and Services .....	2
Human Behavior and Social Environment .....	2
Research .....	2
Communication Theory for Community Organization Practice .....	2
Community Organization I .....	2
Practice Seminar in Community Organization .....	-
Field Instruction .....	<hr/> 4
	14

### Second Semester

Urban Policy Analysis .....	2
Research .....	2
Community Organization II .....	2
Practice Seminar in Community Organization .....	-
Principles of Planning .....	2
Applied Group Theory in Community Organization Practice .....	2
Field Instruction .....	<hr/> 4
	14

### Summer

**(June 1 to mid-August)**

Credit Points
------------------

Field Instruction .....	12
-------------------------	----

### Third Semester

†Racism .....	2
Planning Theory .....	2
Social Planning Workshop .....	6

Practice Seminar in Community Organization .....	-
Electives .....	5 - 9
	<u>15 - 19</u>

### Fourth Semester

†Racism .....	2
Social Planning Theory .....	2
Social Planning Workshop .....	3
Practice Seminar in Community Organization .....	-
Electives .....	5 - 9
	<u>10 - 14</u>

† For the years 1971-1972 this course may be taken in either the third or fourth semester.  
In the future it may be taken in any one of the four semesters.

## Program of Study for Action Planning for Community Health Services Majors

### First Semester

	Credit Points
†Biostatistics .....	2
Social Work and Social Welfare .....	2
Community Organization I .....	2
Communication Theory for Community Organization Practice .....	2
†Seminar on Current and Health Issues .....	2
Human Behavior and Social Environment .....	2
Practice Seminar in Community Organization .....	-
Field Instruction .....	4
	<u>16</u>

### Second Semester

Community Organization II .....	2
Principles of Planning .....	2
†Epidemiology .....	2
Urban Policy Analysis .....	2
Small Group Theory .....	2
Practice Seminar in Community Organization .....	-
Field Instruction .....	4
	<u>14</u>

† Required for Community Health Services Majors

### Summer (June 1 to mid-August)

	Credit Points
Field Instruction .....	12

### Third Semester

Planning Theory .....	2
Planning Workshop I .....	6

†Management of Health Systems and Institutions .....	2
Environmental Issues and Problems .....	2
Practice Seminar in Community Organization .....	-
	12
<b>Fourth Semester</b>	
†Health Policy and Planning .....	2
Planning Workshop II .....	3
Practice Seminar in Community Organization .....	-
Racism .....	2
Electives .....	2
	9

† Required for Community Health Services Majors

## **Description of Courses**

NOTE: In the description of courses the following abbreviations are used:  
C.W. = casework; C.O. = community organization and social planning.

### **SOCIAL WORK CORE SEQUENCES**

#### **Social Welfare Policy and Services Sequence**

Students who have had an undergraduate major in social work or social welfare may opt out of the required courses SW 521, SW 522, and SW 524 with the approval of the Sequence Chairman. Any student may opt out of these courses upon successful completion of a written test. Those who do opt out of these courses, however, will be required to take one other course in the Sequence during each semester of the first year.

Students may also opt out of the required course SW 617 through successful completion of a written test. These students need not elect a substitute course within the Sequence.

#### **SW 511—The Social Worker in a World of Conflict (First or Third Semesters; 2 credits)**

Required for Research Majors in first semester; elective for other students.

This course is designed to help the student examine and perceive relationships among various conflictual as well as concordant elements that inhere in segments of society, in the social work profession, and in self, in respect to such phenomena as social justice, human rights, freedom and authority. An essential focus of the course will be on helping the student devise for himself, assimilate, and utilize a set of values-as-criteria, tentative as these may be at any point in time, that can help guide his behaviors in the various problem-solving roles he will assume as a social worker and that are in keeping with current and what seem to be future concerns for the profession of social work.

Lecturers to be announced

#### **SW 521—Social Work and Social Welfare (First Semester; 2 credits)**

Required for all students.

Social work fields of practice and public and private delivery systems.

Bureaucracy in social work and strain between professional and organizational needs. Social work values as compared to dominant American values. Social work as a profession. The historical background for the present day health and welfare delivery systems and for those of the future. Present and future methods of income maintenance.

Dwight S. Adams  
Albert F. Hanwell

**SW 522—Social Problem Analysis**  
**(Second Semester; 2 credits)**

Required for Casework and Research Majors.

For the first six weeks of the course, the entire class will study poverty, housing and the delivery of health services. During the remaining eight weeks, each student selects a social problem to research, to report on to the class, either singly or as part of a two- or three-student team, and to write up as his term paper. A detailed written model for analyzing a social problem is offered the students for guidance.

Dwight S. Adams  
Albert F. Hanwell  
Mary Ella Robertson

**SW 524—Urban Policy Analysis**  
**(Second and Fourth Semesters; 2 credits)**

Required for Community Organization and Social Planning Majors in second semester; elective for other students.

Contemporary issues of public policy regarding urban development. Models purporting to describe urban structure and change are analyzed.

Frederick L. Ahearn

**SW 617—Racism**  
**(Third or Fourth Semesters; 2 credits)**

Required for all students during one of the four semesters. In 1971-1972, first-year students will be admitted on a space available basis.

An analysis of the current issues and problems in American racism will be studied as enlightened by the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to the solution of this problem will be emphasized. The class will develop models examining the problems of racism.

Dwight S. Adams  
Albert F. Hanwell  
Mary Ella Robertson

**SW 523—Social Policy Issues in Economic Maintenance**  
**(Third Semester; 2 credits)**

An in-depth study of the social policy issues and philosophical foundations of problems related to poverty, economic stability and income maintenance. Comparative analysis of U.S. economic maintenance programs with those of other countries will be made. Alternatives for economic maintenance presently being considered in this country will be examined.

Elective

Mary Ella Robertson

**SW 618—Advanced Racism  
(Fourth Semester; 2 credits)**

Prerequisite: SW 617.

Continuation of SW 617 with an in-depth probe of the philosophies of racism and analysis of the various solutions which have been tried and the reasons they have failed.

Elective

Mary Ella Robertson

**SW 620—Administration  
(Third Semester; 2 credits)**

This is a survey course in administrative settings, structures, roles, functions and processes. Bureaucratic structure, its impact on professional values and such organizational services as boards and committees will be studied. The planning, integrative, innovative, leadership and evaluatory roles of the administrator will be considered. Such common administrative processes as bookkeeping, budgeting and public relations will be discussed. Every effort will be made to give the students a practical learning experience that will be directly helpful to them in either middle or top management positions in both public and private agency settings.

Elective

Dwight S. Adams

**SW 621—Issues In Child Welfare  
(Third Semester; 2 credits)**

Following an overview of child welfare policy and services, the student is given the opportunity to explore, in depth, an area of the child welfare field in which he has a particular interest, such as day care, foster care, adoption, protective service, service to delinquents, etc. Each student is responsible for planning a creative class presentation examining issues in his area of inquiry.

Elective

Albert F. Hanwell

**SW 623—Politics of Decision-Making  
(Fourth Semester; 2 credits)**

Presentation of metropolitan and community political systems including their formal and informal structural characteristics as well as the dynamics or "process" characteristics of political behavior. Includes examination of the relationship of the political system to the social and economic systems of urban areas with special attention to the politics of social welfare, community organization and planning. Discussion is provided of interest group and organizational behavior within a comprehensive urban political culture. Through guest lecturers the politics of specific social welfare problem areas are explored in depth for such concerns as social services, law enforcement and race relations.

Elective

Richard S. Bolan

**SW 625—Child Development and the Law  
(Third Semester; 2 credits)**

Prerequisite: approval of Professor Katz.

This course will explore the application of child development services to practical legal problems affecting the parent/child relationship.

Elective

Sanford N. Katz

**SW 626—Legal Aspects of Social Work  
(Fourth Semester; 2 credits)**

An examination of the legal implications of various areas of the law which are of interest to social workers. The hope is that some indication of the legal approach to these problems will be grasped. Also, this course attempts to indicate those areas in which social workers should obtain legal counsel.

Elective

To be announced

**SW 627—Corrections Policy Seminar  
(Third Semester; 2 credits)**

An in-depth study of corrections policy issues and their impact on the institutional life experience of inmates, the family, and the community. Particular emphasis will be placed on the current legal challenges to the decision-making process of corrections and the implications for policy change.

Elective

John Fitzpatrick

**SW 628—Pre-Professionals in the Human Services:  
Training, Supervision, and Evaluation  
(Fourth Semester; 2 credits)**

An examination of the "new careers" concept and its relationship to the helping professions. Particular attention is given to techniques in the training and supervision of pre-professionals and to evaluation of the variety of training programs designed for new careerists.

Elective

Frederick L. Ahearn  
Carolyn Thomas  
Nancy V. Wallwork

## **Human Behavior and the Social Environment Sequence**

**SW 531-532—Human Behavior and the Social Environment  
(First and Second Semesters; 2 credits each)**

**SW 532—required for Casework only.**

Cultural, sociological, economic, biological and psychological factors that have an impact on the growth and development of the individual organism will be analyzed from the point of view of an integrated, multi-dimensional approach to understanding human behavior, and within a context of a continuum, ranging from constructive social functioning to dysfunctioning. Emphasis will be placed on interactional processes that influence the overall growth and development of the individual. An essential focus will be on the varied reactions and adaptive mechanisms that individuals utilize in responding to the demands of their environment.

Kathleen O'Donoghue  
Bernard A. O'Brien  
David E. Tanenbaum

**SW 533—Advanced Seminar  
(First Semester; 2 credits)**

These seminars are designed for students who have demonstrated a knowledge of the content covered in SW 531. They will collaborate with their instructor in the development of a course which will examine, in-depth, a

range of behavioral phenomena of particular significance to social work practitioners and intended to deepen the students' understanding of human behavior.

Kathleen O'Donoghue  
Bernard A. O'Brien  
David E. Tanenbaum

**SW 631—Small Group Theory**  
**(Third Semester; 3 credits)**

This three-hour course is divided into two parts. Half of each session is taught via lecture and discussion in which the structural and functional elements of groups are explored. Group process, dynamics, the development of norms, roles and purpose are studied. In the second half of each session, students are placed in experiential groups where they will have the opportunity to become more sensitive to group concepts by examining them within the context of their own group.

Elective

James L. Agelopoulos  
Mary E. Kearney  
Richard A. Mackey  
Bernard A. O'Brien

**SW 632—Comparative Theories of Personality**  
**(Fourth Semester; 2 credits)**

An exploration and discussion of selected personality theories. Emphasis is placed on some of the more recent issues and developments in personality theory.

Elective

Bernard A. O'Brien

## **Social Work Methods Sequences**

### **Social Casework Sequence**

**SW 551—Fundamentals of Practice**  
**(First Semester; 2 credits)**

Required for C.W. majors.

An introduction to the fundamental skills of casework practice and the helping process. Principal focus is placed on the beginning phase of that process. Exploration of the help-seeker's problem and understanding him as a person are particularly emphasized. Historical readings are related to current trends to gain perspective on the method of casework within the profession of social work.

Robert L. Castagnola  
Richard A. Mackey  
Carolyn Thomas  
Esther Urdang

**SW 552—Basic Skills in Therapeutic Intervention**  
**(Second Semester; 2 credits)**

Required for C.W. majors.

Worker's use of self in the interest of another through the helping

relationship. Emphasis is placed on the generic base of treatment, with particular attention to the supportive aspect, including direct work with the client, as well as work with his milieu and with community resources in his behalf.

Robert L. Castagnola  
Richard A. Mackey  
Carolyn Thomas  
Esther Urdang

**SW 553—Communication Theory for Community Organization Practice**  
**(Second Semester; 2 credits)**

Required for C.O. majors.

Introduction to communication theory, principles and techniques; focus upon essential generic concepts of communication theory and practice as prototypes in giving and taking help in interpersonal situations.

Robert L. Castagnola

**SW 651—Differential Treatment**  
**(Third Semester; 2 credits)**

Required for C.W. majors.

Common elements of practice with examination of differential aspects. Emphasis is on the aspects of treatment orientated to development of self-awareness in the client and the inherent relationship of diagnosis to treatment appropriate to the client's needs.

Robert L. Castagnola  
Richard A. Mackey  
Carolyn Thomas

**NOTE:** The Elective Seminars in the Casework Sequence are designed primarily for second-year students. Where space is available (there will be no more than 20 students in each seminar) first-year students may take one of these electives (with the exception of SW 655 and SW 656 which have prerequisites) but only with the permission of the Chairman of the Sequence.

**SW 652—Social Work With the Deprived**  
**(Third or Fourth Semesters; 2 credits)**

An in-depth analysis of the concept of deprivation and its impact on family and community life. Emphasis will be on the differential adaptation of the casework process to helping deprived clients. There will be examination of the emerging professional role required of the social worker in helping this population group.

Elective

Mary Ella Robertson

**SW 653—Family Therapy**  
**(Third or Fourth Semesters; 2 credits)**

The dynamics of family functioning are covered early in the course. Attention is then given to criteria for family group treatment, techniques of treatment, and the role of the social worker in family therapy.

Elective

Harold M. Geddes  
Richard A. Mackey

**SW 654—Casework Treatment of Children and Adolescents  
(Third or Fourth Semesters; 2 credits)**

This course provides a comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to diagnosis, communication and relationship. The purposes and uses of play therapy are explored. Differential treatment of children who have experienced trauma, or who manifest developmental deficits, acting out behavior or neurosis is included.

Elective

Paula Belsey  
Carolyn Thomas

**SW 655—Intensive Individual Treatment  
(Fourth Semester; 2 credits)**

Prerequisites: the three required courses in the Casework Sequence, SW 551, SW 552, SW 651.

This course attempts to highlight in detail some of the pertinent treatment considerations occurring during the process of intensive individual treatment. Areas covered include such topics as resistance: its etiology and handling, on being oneself, content and dynamics, and aspects of termination.

L. Daniel Carter  
Robert L. Castagnola

**SW 656—Group Therapy  
(Fourth Semester; 2 credits)**

Prerequisite: SW 631.

This seminar examines in greater depth the concepts about social work with groups which are included in SW 631. Specific application of these concepts to practice are made through the use of student material and other clinical materials.

Elective

Norman A. Neiberg

**SW 657—Independent Study  
(Third and Fourth Semesters; 2 credits each)**

The purpose of a program of independent study is to offer students who are majoring in casework an opportunity to investigate in depth one aspect of social work practice with individuals, families, and groups. In addition to being of interest to the individual student, the area of investigation must be of substantial import to the field and of clear significance to contemporary casework practice.

Any student who has successfully completed the first-year program of studies in casework would be eligible to pursue independent study in the fall and/or spring semesters of his second year.

Elective

## **Research Sequence**

**SW 541—Introduction to Research Methods  
(First Semester; 2 credits)**

Required of first-year students who have not had a previous course.

Introduction to research methods appropriate for use in the design and implementation of studies in social work theory and practice. Content

includes an overview of general principles of scientific inquiry and of research strategies as they relate to issues and methodological alternatives available for use in problem formulation, sampling, data collection and measurement instrumentation, and data collection procedures.

Geraldine L. Conner  
Nancy V. Wallwork  
Anne McInvale

**SW 542—Introduction to Statistical Analysis  
(Second Semester; 2 credits)**

Required of first-year students who have not had a previous course.

Introduction to elementary statistical methods for analysis of data collected for purposes of description or inference. Content includes tests appropriate for measurement of central tendency, variation, and correlation with qualitative and quantitative data. Particular emphasis is given to the interpretation of test results as they relate to substantive issues under focus. Laboratory and seminar.

Geraldine L. Conner  
Nancy V. Wallwork  
Anne McInvale

**SW 643-644—Advanced Research Practicum  
(Third and Fourth Semesters; 2 credits each)**

Prerequisite: second year students with B+ or higher in the first year.

Seminar and practicum in the design and implementation of social work research. Students are assigned and rotate through a series of ongoing research projects undertaken by individuals, agencies, and institutions for the purpose of building social theory or resolving practice problems. Students have opportunity to acquire experience in each phase of the research process and to become acquainted with a variety of substantive issues and study strategies. Seminar sessions for analysis of design problems encountered.

Geraldine L. Conner

**SW 545—Readings In Research: History and Issues  
(First Semester; 2 credits)**

Seminar readings will focus on differing methodological approaches to fact-gathering, from the pioneer work of John Booth to current action fact-gathering efforts such as The Report of the Kerner Commission. Emphasis is placed on those research efforts which have been addressed to social problems of poverty, social disorder and control, and varying types of deviance. Research studies will be placed in the context of social, political, economic and cultural climates which have been dominant in differing epochs in twentieth century United States history.

Elective

Nancy V. Wallwork

**SW 645—Analysis of Current Clinical Research for Theory and Practice  
(Third Semester; 2 credits)**

A seminar, the focus of which is the examination of a range of social research literature in order to evaluate its potential contribution to the theory and/or knowledge base of social work practitioners—caseworkers, community

organizers and planners, researchers. Content emphasis will be upon those studies which attempt to calibrate the effect which particular biological, social, ecological, cultural, economic, or political variations have upon the social functioning of "exposed" individuals or groups within the society.

Elective

Geraldine L. Conner

**SW 646—Evaluative Research for Intervention in Service Delivery Systems  
(Fourth Semester; 2 credits)**

Seminar content will focus on evaluative research methods as they relate to assessments of programs, intervention methods, and intervention outcomes in a range of health and welfare settings. Emphasis will be upon the employment of evaluative research methods for fact-gathering for action and social change. Opportunity will exist to engage in design and implementation of short-range evaluative studies as a part of the evaluative research seminar, or in conjunction with work in the research practicum.

Elective

Nancy V. Wallwork

**Community Organization and Social Planning Sequence**

**SW 536—Applied Group Theory  
(Second Semester; 2 credits)**

Required for C.O. majors.

An intensive group experience in learning how people function collectively. Learning will focus on group formulation, power and influence in the group, group goals, the evolution of group culture and the establishment of norms and values, the functional roles involved in group problem-solving, and the interdependence and interaction of formal and informal systems related to small groups.

William S. Oshima

**SW 561—Introduction to Community Organization Practice  
(First Semester; 2 credits)**

Required for C.O. majors.

Identification of the distinguishing characteristics of community organization. Specific attention to the historical background, the changing definitions of practice and the various settings within which community organization is practiced.

Frederick L. Ahearn, Jr.

**SW 562—Community Organization Method  
(Second Semester; 2 credits)**

Required for C.O. majors.

Development of a method for planned change: (1) identification and understanding of client systems based on social system analysis; (2) understanding of various models of planned change; and (3) development of study-diagnosis-plan of action for the community organization method.

Edmund M. Burke

**SW 563-564—Practice Seminars in Community Organization and Social Planning  
(First and Second Semesters; non-credit)**

Required for C.O. majors.

Prerequisite: SW 561.

Projects assigned in the field are discussed among students and with various community experts in a one-hour-a-week seminar.

Edmund M. Burke

**SW 566—Community Organization and Casework Practice  
(Second Semester; 2 credits)**

Required for C.W. majors.

An introduction to community organization for social caseworkers. The various settings within which community organization is practiced, and the community organization functions of direct service agencies are covered.

To be announced

**SW 568—Principles of Planning  
(Second Semester; 2 credits)**

Examines elements of planning theory on community level. Focuses upon the development of principles applicable to social planning.

Richard S. Bolan  
Frederick L. Ahearn, Jr.

**SW 661—Planning Theory  
(Third Semester; 2 credits)**

Prerequisites: SW 562 and SW 568.

Analysis of the principles and techniques of planning. Focus is upon planning theory and the function of planning within organizational entities. City, social, business and economic models of planning are analyzed.

Richard S. Bolan

**SW 662—Social Planning Theory  
(Fourth Semester; 2 credits)**

Prerequisite: SW 661.

Emphasis is upon developing planning models which are both conceptually sound and adaptable to the environmental demands of the social welfare system. Particular focus is placed upon participatory models of social planning.

Edmund M. Burke

**SW 663-664—Practice Seminars in Community Organization and Social Planning  
(Third and Fourth Semesters; non-credit)**

Required for C.O. majors.

Projects assigned in field are discussed among students and with various community experts in a one-hour-a-week seminar.

Edmund M. Burke

**SW 665—Social Planning Workshop  
(Third Semester; 6 credits)**

Required for C.O. majors.

Offered in conjunction with the Planning Theory courses, this workshop focuses on the elements of a social plan. It considers the objectives,

criteria and techniques necessary for the production of a social plan. Students, as teams, using appropriate guidelines for research and planning, are expected to prepare a social plan for a section of the City of Boston or one of the surrounding communities. In addition, students are expected to make an oral defense of the plan to a jury of experts in fields cognate to social planning.

Frederick L. Ahearn, Jr.  
Richard S. Bolan  
Edmund M. Burke

**SW 666—Social Planning Workshop II**  
**(Fourth Semester; 3 credits)**

Course provides opportunity for independent research and study. Emphasis, however, is on a problem in which the student has an opportunity to apply planning and/or community organization skills in the solution of a problem.

Richard S. Bolan

**SW 667—Developmental Planning: Urban Change and Development**  
**(Third Semester; 2 credits)**

Seminar focuses on the complexities of developmental urban social policy-making and problem-solving, viewing the human settlement as a societal sub-system. Emphasis is given to the relationship among several aspects of the urban scene, including social, political, economic, legal, administrative and spatial dimensions.

Elective for C.O. majors.

Demetrius Iatridis

**SW 668—Developmental Planning II**  
**(Fourth Semester; 2 credits)**

Prerequisite: SW 667 and permission of Instructor.

Continuation of SW 667. Focus is upon application of research to developmental planning.

Elective for C.O. majors.

Demetrius Iatridis

**Action Planning for Community Health Services Concentration**

This concentration, offered within the Community Organization and Social Planning sequence, is a specialization in the field of health leading to a career in comprehensive health planning.

**SW 581—Principles of Biostatistics**  
**(First Semester; 2 credits)**

Required for Health Planning students.

Lectures and laboratory exercises necessary for understanding, undertaking and applying statistical measures of demographic concepts, life tables, nature and composition of rates, and to be able to evaluate time validity, measures of distribution and levels of significance and difference in the interaction of variables.

Olive M. Lombard

**SW 584—Epidemiology  
(Second Semester; 2 credits)**

Required for Health Planning students.

Introduces the principles, methods and investigative techniques of epidemiology. These techniques are viewed as tools for investigation and research of chronic and social-environmental diseases. This course builds upon the statistical foundations of biostatistics; it enables the health planner to explore the relation between epidemiological investigation in noninfectious diseases and in social-community problems.

Manuel Spector  
Kenneth Nakano

**SW 582—Seminar on Current Health Issues  
(First Semester; 2 credits)**

Required for Health Planning students.

This course presents an overview of the major issues that affect the utilization, organization, financing, planning and delivery of the health care system. Health planning can be best accomplished if the student is aware of the competing and conflicting institutional forces that operate within the health field.

Manuel Spector

**SW 683—Management of Health Organizations and Systems  
(Third Semester; 3 credits)**

Required for Health Planning students.

Prerequisites: SW 581, SW 582, SW 584.

The course will deal in depth with five key issues: (1) the behavioral and role expectation of the health care professional, and the effect of this role structure on the management of health care organization; (2) the sociology and behavior of the health institutions, and its responses to external and internal pressures; (3) fiscal practices, accounting, budgeting processes, legitimacy and accountability in a health institution; (4) legal and legislative rulings as the impact on the health care institution and the health care professional; and (5) techniques of administrative control, including organization and decentralization of the decision-making process.

Case materials and readings will be used in the course which will be conducted in seminar fashion. Written research reports will be required of all students.

Manuel Spector  
Edward Kaitz

**SW 681—Environmental Health Issues  
(Third Semester; 2 credits)**

Required for Health Planning students.

Prerequisites: SW 581, SW 582, SW 584.

The course will introduce to health planners the social, political and scientific aspects of environmental concerns—pollution of air, water and soil; our decreasing standard of urban life; and lack of any long-run and realistic environmental goals—and attempt to understand and resolve these concerns, based on a health perspective, and given the growing population and apparent lack of

relevant application of technology. The emphasis of the course will be on understanding health planning in a long-term perspective, and being able to apply this understanding to the interrelated environmental problems confronting society today and in the future.

Participants in the course will be expected to do extensive reading in a variety of books and periodicals, and to synthesize the classroom discussions and readings into a series of short papers.

Malcolm FitzPatrick

**SW 682—Health Policy and Planning  
(Fourth Semester; 2 credits)**

Required for Health Planning students.

Prerequisites: SW 581, SW 582, SW 584.

An integrating course for relating emerging views of health planning and health policy formation with comprehensive health planning. Factors that determine health policy in relation to the planning process will be the focus of this course. Health Policy will be applied to experimental and operational models developed for action planning for comprehensive health planning.

Manuel Spector  
Malcolm FitzPatrick

**Field Instruction Sequence**

**SW 501-502—Field Instruction I and II  
(First and Second Semesters; 4 credits each)**

Learning and practice under the instruction of a qualified supervisor, in a social agency of a generic setting, in providing services to clients two days each week starting early in October.

**SW 601-602—Field Instruction III and IV  
(Third and Fourth Semesters; 4-6 credits each)**

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's major method in social casework. This experience occupies the first three days of each week for second-year students. During 1971-1972 a pilot study in field instruction will be initiated to determine the advisability of shortening field instruction time; second-year students will have the opportunity to opt for either a two-day or a three-day placement in selected agencies.

**SW 603-604—Field Instruction in Community Organization and  
Social Planning Method III and IV  
(Summer; 12 credits)**

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's area of interest. Field instruction is five days a week from June 1 to mid-August.

**SW 701-702—Seminar in Field Instruction  
(First and Second Semesters; 2 credits each)**

Open to both casework and community organization field instructors. This seminar is intended primarily for those instructing students placed by the School. An essential focus on findings of administrative science, learning theories, and social systems theory to identify objectives and methods which may further enable the instructor to contribute to the development of the student in practice.



# **Social Agencies and Field Work Instructors 1971-1972**

## **Casework Student Units**

Division of Child Guardianship  
(Boston College Family Center)  
Nazareth

### *Field Work Instructors*

Mrs. Jeanne Yozell  
Mrs. Joan Katz

### **Mental Health**

Greater Boston Association for Retarded Children  
Judge Harry K. Stone Clinic  
Mass. DMH Division of Legal Medicine  
Hathorne State School

Mrs. Rachel Shepkowski  
Mr. Harold Geddes  
Mr. John McKinnon  
Miss Gwendolyn Murphy

### **Rehabilitation**

Massachusetts Eye and Ear Infirmary  
Massachusetts General Hospital  
R. I. Division of Vocational Rehabilitation  
R. I. Services for the Blind

Mrs. Edith Haughton  
Mrs. Edith Haughton  
Miss Naomi Osterman  
Mr. Al Signorelli  
Mr. Sam LoPresti

## **Casework Agency Placements**

### **Child Welfare**

Catholic Charitable Bureau of Boston  
Jewish Big Brother Association  
Mount St. Anne  
St. Vincent's Home  
Children's Home of Fall River  
Child Welfare Services (Providence)

Mrs. Sue Soucy  
Miss Mary Flynn  
Mr. Arthur Schatz  
Mr. Ron Arcieri  
Mr. Edward Rogan  
Mr. Warren Sterns  
Mr. Gerald Ruest

## **Corrections**

Cambridge Court Clinic

Arlington Youth Services

Miss Carol Lane  
Mrs. Deborah Franke  
Mr. Samuel Serino

## **Family and Children's Services**

Child and Family Service (Manchester, N.H.)

City Missionary Society

Family Counseling and Guidance Centers, Inc.  
(Framingham)

Family Counseling and Guidance Centers, Inc.  
(St. John's Parish)

American Geriatric Facility

Family Counseling Service  
(Region West, Waltham and Newton)

Family Service Association of Greater Boston

Family Service Organization of Worcester

Greater Lynn Catholic Charities Center

Jewish Family and Children's Service

Somerville Catholic Charities Center

Family and Personal Counseling, Inc. (Brockton)

Columbia Point Health Center

Smith Hill House (Providence)

Mrs. May Solon  
Mr. Horace Beseker, Jr.

Mr. Francis Kelly

Fr. George Carigg

Mr. Leonard Serkiss

Miss Agnes Roman

Mrs. Barbara Nichols

Mrs. Katherine White

Miss Jane Quinton

Lana Sylvester

Miss Jeri McLeod

Mrs. Jeanne Gill

Miss Ellie Jacobs

Mr. Ethan Harris

Miss Mary Faherty

Mr. Dale Van Meter

Mr. Eugene Milstone

Miss Jean Mayo

Miss Raffaella Cupido

## **Hospital and Mental Health Settings**

Beaverbrook Guidance Center

Boston State Hospital

Mrs. Miriam Oppenheim

Mr. Kendall Bacon

Miss A. Diana Zacarian

Mrs. Dorothy Berman

Miss Nancy Langbein

Mrs. Paula Belsey

Mrs. Margaret Baber

Mrs. Harriet Baxter

Mrs. Charlotte Califff

Mrs. Lois Lang

Mr. Bruce Maloof

Miss Alvera Donatelle

Miss C. McGrath

Mr. Miroslav Kerner

Miss Elizabeth Myette

Mrs. Elizabeth McCormick

Mr. Robert Leary

Mrs. Marilyn Nolan

Mr. John Cobble

Mr. H. Rogers

Brookline Mental Health Clinic

Butler Hospital (Providence, R.I.)

Cambridge Mental Health Center

Judge Baker Guidance Center

Lawrence General Hospital

Massachusetts Mental Health Center

McLean Hospital

North Shore Guidance Center

Rhode Island Hospital

Veterans Administration Hospital

(Bedford)

Veterans Administration Hospital

(Brockton)

Veterans Administration Outpatient Clinic

(Boston)

Mr. Edward Kessler



Veterans Administration Hospital

(Manchester, N.H.)

Veterans Administration Outpatient Clinic

(Providence, R.I.)

Framingham Youth Guidance

Worcester Youth Guidance

Rhode Island Medical Center

Mr. W. Connors

Mr. Anthony DeCubellis

Mr. Edward Babington

Mrs. Naomi Korn

Miss Sandra Brys

Miss C. Landry

Mrs. C. Pellini

## School Social Work

Estabrook (Lexington)

Milton School System

Rhode Island School for the Deaf

Mrs. Dorothy Limbert

Mrs. Martina McCarthy

Deborah Rudman

Mr. Herbert Goldberg

## Community Organization and Social Planning Units

Action Planning for Community Health Services

Mr. Malcolm Cole

Allston-Brighton Health Corporation

Brighton

Columbia Point Health Association

Dorchester

Columbia Point Health Center

Dorchester

Department of Community Health

Social Work—Department of Health  
and Hospitals

Boston

Health Services Division—Action for Boston

Community Development

Tufts Urban Health Program—Department of  
Health and Hospitals

Boston

N.I.M.H. Community Planning

Mrs. Faye Weston

Boston Housing Authority

Matthew Skinner

Bromley-Heath Public Housing Project

Mr. James Hooley  
Mr. William Oshima

Mission Hill Public Housing Project

Old Colony Public Housing Project

Orchard Park Public Housing Project

Mrs. Elaine Werby

Department of Youth Services

Mr. Arthur Johnson

Arlington

## Community Organization and Social Planning Placements

BLK Consultants

Mr. George Spurlock

Washington, D.C.

Boston Association for Retarded Children

Mr. Albert Calello

Mr. William Perry

Cambridge Community Services	Mr. Robert Hart
City Planning Agency Syracuse, New York	Mr. Craig Moore
Community Services of Greater Worcester	Mr. Edmond Kelly
Community Action Council Worcester, Massachusetts	Mrs. Karen Feinstein
Community Relations Conference Los Angeles, California	Miss Angelita Garcia
Comprehensive Health Planning Council Worcester, Massachusetts	Mr. Julian Kaiser
Core City Vicariate Detroit, Michigan	Miss Ann McGrath
Department of Community Affairs Boston, Massachusetts	Norman LaZotte
Department of Community Action: Tufts-Delta Health Center Mound Bayou, Mississippi	Mr. Peter Kyle
Department of Planning and Urban Development Rhode Island	Mr. James Taylor
Diocesan Bureau of Human Relations Portland, Maine	Mr. Richard Harrall
Health Planning Council for Greater Boston Boston, Massachusetts	Mr. Kevin Concannon
Kennebec Valley Regional Health Agency Waterville, Maine	Mr. Edward Steele
Massachusetts Mental Health Center	Mr. William Boise
North Shore Health Planning Council, Inc. Peabody, Massachusetts	Dr. Donald J. Sherl
Portland City Planning Commission Portland, Maine	Mr. Carroll Colby
Portland United Community Services Portland, Maine	Mr. Donald Megathlin
Region VII, Comprehensive Health Planning Middleboro, Massachusetts	Mr. Walter Pacek
Rhode Island Alliance of Social Service Workers	Mr. Donald Haughton
Rhode Island Department of Health	Mr. Frank Cenerini
Rhode Island Group Health Association	Mr. John Tierney
Springfield Community Council	Dr. Deny Scott
Social Rehabilitation Service Region I—Boston	Mr. Leo Petit
Social Welfare Regional Research Institute Boston College	Mr. Robert VanWart
South Central Connecticut Comprehensive Health Planning, Inc. New Haven, Connecticut	Dr. Dorothy Singer
State Department of Public Welfare Boston, Massachusetts	Dr. Martin Lowenthal
United Community Services of Pittsfield	Mrs. Roslyn Fishman
Worcester Model Cities	Mrs. Laura Morris
	Commissioner Steven Minter
	Mr. Thomas McFalls
	Mr. John Ford



# **Administrative and Faculty Directories**

## **The Graduate School of Social Work**

### **Administration**

EDMUND M. BURKE, Ph.D.	Dean
DAVID E. TANENBAUM, D.S.W.	Associate Dean
MATTHEW L. PISAPIA, M.S.S.	Chairman, Field Instruction
MRS. RUTH O. FALLON, M.S.W.	Director of Admissions
MRS. HARRIET J. NEMICCOLO, M.L.S.	Librarian
MISS MARY L. HOGAN, M.A.	Registrar

### **Full-Time Faculty**

Edmund M. Burke	Dean
B.A., Champlain College of the State University of New York; M.S.W., Boston College School of Social Work; Ph.D., University of Pittsburgh.	
Dwight S. Adams	Associate Professor
A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School of Advanced Studies in Social Welfare, Brandeis University.	
Frederick L. Ahearn, Jr.	Assistant Professor
A.B., Sacred Heart Seminary; M.S.W., Catholic University of America; Doctoral Candidate, Columbia University School of Social Work.	
Richard S. Bolan	Associate Professor;
B.E., Yale University; M.C.P., Massachusetts Institute of Technology; Doctoral Candidate, New York University.	Chairman, Community Organization and Social Planning
Robert L. Castagnola	Associate Professor
B.S.S., Boston College; M.S.W., Boston College School of Social Work.	
Malcolm A. Cole	Field Work Assistant Professor
B.S., Springfield College; M.S.S.S., Boston University School of Social Work.	

Geraldine L. Conner

Associate Professor;  
Chairman of Research

B.A., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University.

William F. Drummond, S.J.

Professor

A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., Mag. Agg., Gregorian University, Rome.

Mrs. Ruth O. Fallon

Director of Admissions

A.B., Radcliffe College; Diploma, National Catholic School of Social Service; M.A., Catholic University of America.

Malcolm S. FitzPatrick

Assistant Professor

B.Sc., Yale University; B.E., Yale University; M.Sc., Stanford University School of Engineering; M.Sc., Harvard University School of Public Health; M.C.P., Harvard University School of Design; Doctoral Candidate, Harvard University Graduate School of Arts and Sciences.

Harold M. Geddes

Field Work Assistant Professor;  
Student Training Unit

B.A., Cornell University; M.S., Simmons College School of Social Work.

Albert F. Hanwell

Associate Professor;

Chairman, Social Welfare Policy and Services;  
Project Director, Children's Bureau Grant

B.S., Boston College; M.S.W., Boston College School of Social Work.

Mrs. Edith Haughton

Field Work Assistant Professor;  
Student Training Unit

B.S., University of Connecticut; M.S.W., Boston College School of Social Work.

Demetrius S. Iatridis

Professor

B.A., Washington and Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr.

Mrs. Joan R. Katz

Field Work Assistant Professor;  
Student Training Unit

A.B., University of Chicago; M.S.W., The Catholic University of America.

Richard A. Mackey

Associate Professor;  
Chairman, Casework;

Project Director for National Institute of Mental Health Grant

A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America.

Anne McInvale

Assistant Professor

B.A., Millsaps College; M.S.W., Tulane University School of Social Work; Doctoral Candidate, The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University.

John J. McKinnon

Field Work Assistant Professor;  
Student Training Unit

B.A., Suffolk University; M.S.W., Boston College School of Social Work.

Gwendolyn H. Murphy	Field Work Assistant Professor; Student Training Unit
B.S., Emmanuel College; M.S.W., Boston College Graduate School of Social Work.	
Bernard A. O'Brien	Associate Professor; <i>Co-Chairman, Human Behavior and the Social Environment</i>
A.B., Boston College; M.A., Catholic University of America; Ph.D., Catholic University of America.	
Kathleen O'Donoghue	Associate Professor; <i>Co-Chairman, Human Behavior and the Social Environment;</i> <i>Project Director for the Vocational Rehabilitation Administration Grant</i>
B.S., Emmanuel College; M.S.W., Boston College School of Social Work; M.S.H., Harvard School of Public Health.	
William Oshima	Assistant Professor
B.A., Muskingum College; M.S.W., State University, Columbus, Ohio.	
Naomi Osterman	Field Work Assistant Professor; Student Training Unit
B.S., Boston University; M.S. in S.S., Boston University School of Social Work; M.S.H., Harvard School of Public Health.	
Matthew L. Pisapia	<i>Chairman, Field Instruction</i>
A.B., St. John's University; M.S.S., Fordham School of Social Work.	
Mary Ella Robertson	Professor
B.A., Xavier University; M.S.W., Atlanta University School of Social Work; D.S.W., University of Pittsburgh Graduate School of Social Work.	
Richael Schepkowski	Field Work Assistant Professor; Student Training Unit
B.S., Western Carolina College; M.Ed., University of North Carolina; M.S.W., Michigan State University School of Social Work.	
Manuel Spector	Assistant Professor; <i>Project Director, Action Planning for Community Health Services Concentration</i>
B.A., St. Mary's University; M.S.W., Worden School of Social Work; M.S., University of Pittsburgh Graduate School of Public Health; Ph.D., Graduate School of Social Work, University of Pittsburgh.	
David E. Tanenbaum	Professor; <i>Associate Dean; Director of Curriculum</i>
B.S., University of Pennsylvania; M.S.W., Boston University School of Social Work; D.S.W., University of Pennsylvania.	
Carolyn Thomas	Associate Professor
B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work.	
Mrs. Nancy V. Wallwork	Assistant Professor
A.B., Smith College; M.S.W., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Doctoral Candidate, The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University.	

## **Part-Time Faculty**

James L. Agelopoulos A.B., Northeastern University; M.S.S.S., Boston University School of Social Work.	Lecturer
Mrs. Margaret Baber B.A., Boston University; M.S.W., University of Tennessee School of Social Work.	Group Demonstration Leader
Mrs. Paula Belsey B.A., Queens College; M.S.W., Smith College School of Social Work.	Lecturer
Norman R. Bernstein, M.D. A.B., Cornell University; M.D., New York Medical College.	Lecturer
L. Daniel Carter A.B., University of Massachusetts; M.S.S.S., Boston University School of Social Work.	Lecturer
Matthew Dumont, M.D. A.B., Cornell University; M.D., New York Medical College.	Lecturer
Commissioner John Fitzpatrick B.A., Boston University; M.S.W., Boston University School of Social Work.	Lecturer
Edward W. Kaitz B.A., Boston College; Ph.D., Harvard University Graduate School of Business.	Assistant Professor
Sanford N. Katz A.B., Boston University; J.D., University of Chicago, Law School.	Lecturer
Mary E. Kearney A.B., University of New Hampshire; M.S.W., Boston College School of Social Work.	Lecturer
Olive M. Lombard B.Sc., McGill University, Canada; M.S. Hyg., Harvard University, School of Public Health.	Lecturer
Kenneth Nakano B.A., Pomona College; M.D., Columbia University; M.P.H., Harvard University; Doctoral Candidate, Epidemiology, Harvard School of Public Health.	Lecturer
Norman A. Neiberg B.S., Northeastern University; M.A., Boston University; Ph.D., Boston University.	Lecturer
John C. Nemiah, M.D. A.B., Yale University; M.D., Harvard Medical School.	Lecturer
Elvin V. Semrad, M.D. A.B., Peru State Teachers College; B.Sc., University of Nebraska, College of Medicine; M.D., University of Nebraska, College of Medicine.	Lecturer
Mrs. Esther Urdang A.B., Antioch College; M.S.S., Adelphi College School of Social Work.	Lecturer, Coordinator of Field Instruction

# The University

*The Corporate Title of Boston College is:  
TRUSTEES OF BOSTON COLLEGE*

## The Board of Trustees

Joseph L. Shea, <i>Chairman</i>	Joseph A. Fitzmyer
Francis C. Mackin, <i>Vice Chairman</i>	Thomas Fleming
James J. Devlin, <i>Secretary</i>	W. Seavey Joyce
Raymond C. Baumhart	William J. Kenealy
Charles F. Donovan	William J. O'Halloran

## The Board of Directors

S. Joseph Losocco, <i>Chairman</i>	Avram Goldberg
Joseph F. Cotter, <i>Vice Chairman</i>	Stanley J. Idzerda
John Lowell, <i>Secretary</i>	W. Seavey Joyce
Raymond C. Baumhart	William J. Kenealy
Joseph G. Brennan	Francis C. Mackin
Robert F. Byrnes	Joseph C. Maher, Jr.
Wallace E. Carroll	Giles E. Mosher, Jr.
Richard P. Chapman	David S. Nelson
James J. Devlin	William J. O'Halloran
Charles F. Donovan	Adrian O'Keeffe
Francis W. Dubreuil	Thomas P. O'Neill, Jr.
Christopher J. Duncan	Cornelius Owens
John T. Fallon	Louis R. Perini, Sr.
Joseph A. Fitzmyer	Joseph L. Shea
Thomas Fleming	Thomas J. White

## The Officers of the University

Rev. W. Seavey Joyce, S.J., Ph.D.	President
Rev. Charles F. Donovan, S.J., Ph.D.	Senior Vice President and Dean of Faculties
Rev. Thomas Fleming, S.L., A.M., S.T.L.	Treasurer and Vice President
James P. McIntyre, D.Ed.	Vice President for Student Affairs
Rev. Francis B. McManus, S.J., A.M.	Secretary of the University
John R. Smith, B.S., M.B.A.	Financial Vice President

## Administrative Officials

### Deans

Richard E. Hughes, Ph.D.	Dean <i>The College of Arts and Sciences</i>
Rev. George R. Fuhr, S.J., S.T.L.	Dean <i>The Summer Session</i>
Dean (to be appointed)	<i>The Graduate School of Arts and Sciences</i>
Rev. Oliva Blanchette, S.J., Ph.D.	Dean <i>The School of Philosophy</i>
Rev. Joseph A. Devenny, S.J., Ph.D.	Dean <i>The Weston College School of Theology</i>
Richard G. Huber, LL.M.	Dean <i>The Law School</i>

Rev. James A. Woods, S.J., M.A.T., S.T.B.	Dean <i>The Evening College of Arts, Sciences and Business Administration</i>
Edmund M. Burke, Ph.D.	Dean <i>The Graduate School of Social Work</i>
Albert J. Kelley, Sc.D.	Dean <i>The School of Management</i>
Eleanor F. Voorhies, M.M., A.M.	Acting Dean <i>The School of Nursing</i>
Lester Przewlocki, Ph.D.	Dean <i>The School of Education</i>
* * * * *	* * * * *
J. Joseph Burns, M.D.	Director of Medical Services
Rev. David F. Carroll, S.J., A.M.	Faculty Moderator of Athletics
J. Stephen Collins, M.S., C.P.A.	Director of Financial Aid
Rev. Brendan C. Connolly, S.J., Ph.D.	Director of Libraries
Justin C. Cronin, M.B.A.	Assistant Dean
James A. Delay, A.B.	<i>The School of Management</i>
Rev. James J. Devlin, S.J., A.M., M.S.	Director of Public Relations
George Donaldson, M.B.A.	Director of Campus Planning
Edward C. Driscoll, A.B.	Director of Placement
Kevin P. Duffy, M.S.Ed.	Business Manager
Rev. John F. Fitzgerald, S.J., A.M., M.S., S.T.L.	Director of Housing
Christopher J. Flynn, Jr., A.M., J.D.	Registrar of the University
William J. Flynn, M.Ed.	Associate Dean
Marc A. Fried, Ph.D.	<i>The School of Management</i>
Rev. Edward J. Hanrahan, S.J., A.M.	Director of Varsity and Intramural Athletics
August T. Jaccaci, M.A.T.	Director of the Institute of Human Sciences
Albert G. Jacobbe, M.A.	Dean of Students
Weston M. Jenks, Jr., A.M., M.Ed.	Director of Special Curricular Programs
Paul M. Kane, J.D.	Director of Student Activities
Raymond F. Keyes, M.B.A.	Director of University Council
Lorraine Kinnane, A.M.	on Counseling Services
Francis J. Larkin, B.S., LL.B.	Assistant Dean
Richard J. Leonard, B.S., B.A., C.P.A.	The Law School
Richard Maffei, Ph.D.	Assistant Dean
Rev. Leo McDonough, S.J., A.M., M.S.	<i>The School of Management</i>
Henry J. McMahon, A.M.	University Chaplain
Raymond J. Mitchell, M.Ed.	Associate Dean
Rev. John A. O'Callaghan, S.J., Ph.D.	<i>The College of Arts and Sciences</i>
Richard J. Olsen, M.B.A.	Director of University Publications
Rev. Joseph B. Pomeroy, S.J., M.S.	Faculty Moderator of the Alumni
Fred John Pula, Ed.D.	Executive Assistant to the President
Leo V. Sullivan, B.S.	Director of the Computer Center
	Director of University Audio-Visual Services
	Director of Personnel

David E. Tanenbaum, D.S.W.

Associate Dean

*The Graduate School of Social Work*

Dean of Admissions

Assistant Dean

Rev. Edmond D. Walsh, S.J., A.M.

*The Graduate School of Arts and Sciences*

Frederick W. White, Ph.D.

*Executive Director of the Alumni Association*

John F. Wissler, B.S.B.A.

*Director of Buildings and Grounds*

Robert L. Wood, B.S.





# Academic Calendar

## 1971-1972

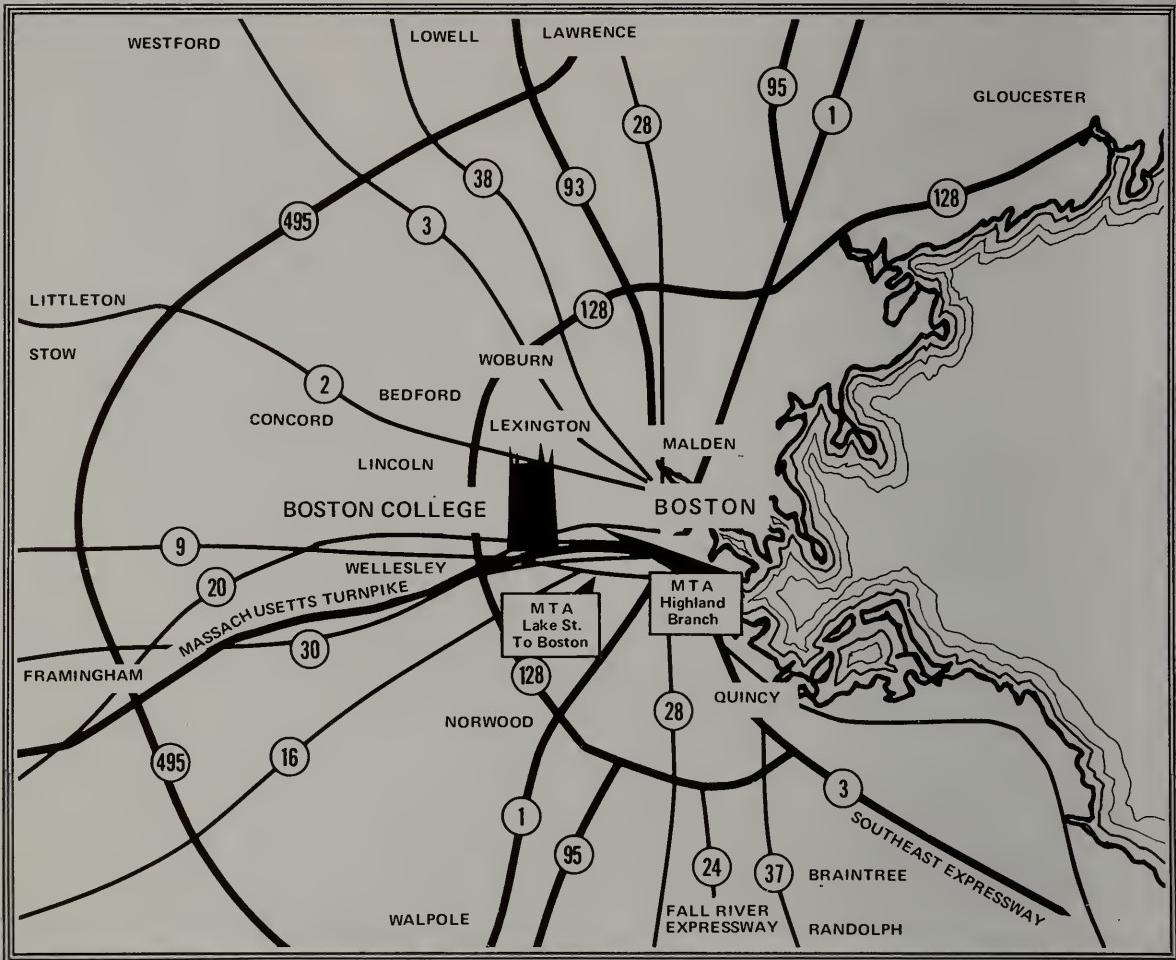
### First Semester

Pre-Registration, Pre-Testing and Orientation	Sept.	13-17
Registration for Second-Year Students (9:30-4:00)	Sept.	20
Registration for First-Year Students (9:30-4:00)	Sept.	21
Classes begin for First-Year students	Sept.	22
Classes begin for Second-Year students	Sept.	23
Field Instruction begins for Second-Year students	Sept.	27
Field Instruction begins for First-Year students	Sept.	27
Columbus Day. Holiday	Oct.	11
Veterans' Day. Holiday	Oct.	25
Thanksgiving Holidays begin at Noon (for First Year)	Nov.	24
Thanksgiving Holidays	Nov.	25-28
Christmas Holidays begin at close of classes	Dec.	17
Christmas Holidays	Dec.	18-Jan. 2
Field Instruction resumes	Jan.	3
Classes resume	Jan.	5
Semester Examinations. Registration for 2nd Semester	Jan.	19-21
First Semester Field Instruction terminates for First-Year students	Jan.	25
First Semester Field Instruction terminates for Second-Year students	Jan.	26
Mid-Year Recess for First-Year students (from class only)	Jan.	26-30
Mid-Year Recess for Second-Year students (from class only)	Jan.	27-30

### Second Semester

Second Semester Field Instruction begins for all students	Jan.	31
Second Semester First-Year classes begin	Feb.	2
Second Semester Second-Year classes begin	Feb.	3
Washington's Birthday Observance. Holiday	Feb.	21
Easter Recess (from class only)	Mar.	30-April 2
Spring Recess for First-Year students (from class only)	April	5-9
Spring Recess for Second-Year students (from class only)	April	6-9
Patriots Day. Holiday where observed by agency	April	17
First-Year Field Instruction terminates	May	16
Second-Year Field Instruction terminates	May	17
All classes terminate	May	19
Final Examinations	May	22-26
Commencement	June	12

# DIRECTIONS FOR VISITORS TO BOSTON COLLEGE



Located between Commonwealth Avenue (Route 30) and Beacon Street in Chestnut Hill, Massachusetts, the University Heights campus of Boston College is easily accessible from all approaches.

Visitors arriving at Logan International Airport will find ample means of transportation into downtown Boston. Interstate bus lines all have terminals in the heart of the city.

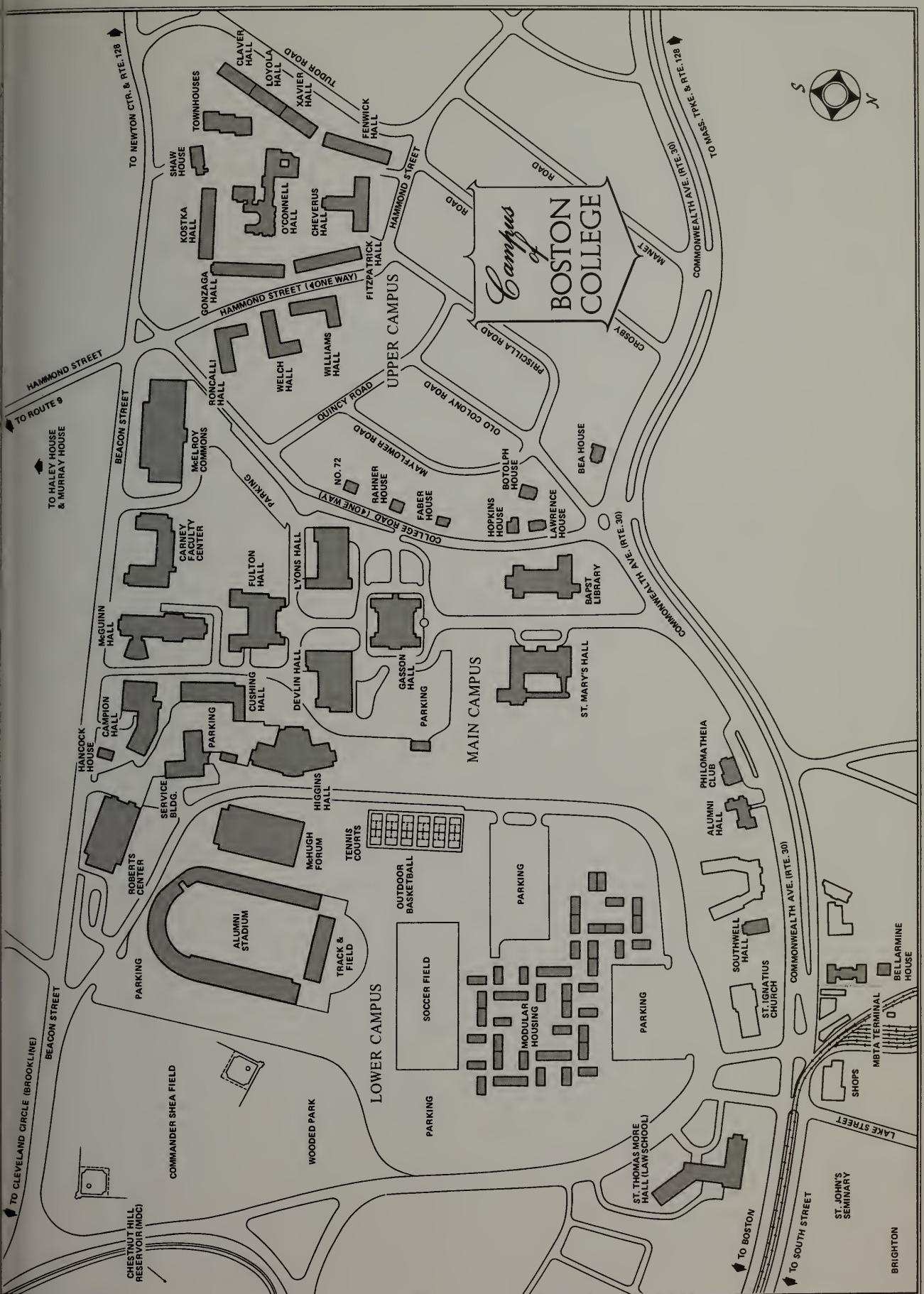
From downtown Boston, visitors may travel directly to the Heights by taxi or may take the Boston College-Commonwealth Avenue trolley car out of Park St. Station and to the end of the line, where the campus is only a short walk up the hill.

For those driving to Boston College, the auto routes are easily traveled and plainly marked.

From the south and southeast—Routes 95 and 24 north, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the west and southwest (e.g., New York City, New Jersey, etc.)—Routes 15 or 91 north, to the Massachusetts Turnpike (Route 90) east, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the north and northeast—Routes 3, 93 and 95 (U.S. 1) south, to Route 128 south, to Route 30 (Commonwealth Avenue) east, directly to Boston College.



BOSTON COLLEGE  
CHESTNUT HILL, MASSACHUSETTS 02167





